DOCUMENT RESUME

ED 414 655 EA 028 843

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TITLE	Leadership Laboratories: Professional Development for the 21st Century.
PUB DATE	1997-00-00
NOTE	27p.; Appendices contain filled print. Paper presented at the Annual Meeting of the University Council for Educational Administration (Orlando, FL, October 1997).
PUB TYPE	Reports - Descriptive (141) -- Speeches/Meeting Papers (150)
EDRS PRICE	MF01/PC02 Plus Postage.
DESCRIPTORS	*Administrator Effectiveness; *Educational Administration; Educational Planning; Elementary Secondary Education; Higher Education; Interprofessional Relationship; *Leadership Training; Management Development; Mentors; Performance; *Principals; *Professional Development; Professional Development Schools; Program Effectiveness; Self Evaluation (Individuals)

ABSTRACT

In the summer of 1996, the Principals' Center at Texas A&M University established a School Leadership Initiative (SLI) that focused on the 21 principal-performance domains as identified by the National Policy Board for Educational Administration. During the first year of a 3-year leadership initiative, Texas A&M University's SLI Program focused on 12 selected school sites that had been recruited to serve as leadership laboratories. This paper describes the SLI program's philosophy and first-year outcomes. The goal of the program was to collaboratively explore the full range of leadership resources in the school and community and to determine ways in which those resources could be effectively harnessed and coordinated to enhance the school as a community of learners. Participants attended retreats and monthly seminars and surveyed their leadership skills and campus improvement regularly throughout the year. They communicated by electronic mail, video-conferencing, onsite visits, and reflective journals. Summative information gathered from the first year of the program points to the importance of including training opportunities, such as effective mentoring, for personal professional growth and campus-leadership development. Appendices contain a list of the National Policy Board for Educational Administration performance domains and sample SLI self-evaluation instruments, a principal-performance matrix, an intern evaluation, and planning outlines. (LMI)

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Leadership Laboratories: Professional Development for the 21st Century

UCEA Convention 1997
Orlando, Florida

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During the first year of a three year leadership initiative , Texas A&M University's School Leadership Initiative Program focused on twelve selected school sites recruited to be leadership laboratories. The laboratories were identified by 5 participating school districts that had a strong commitment to mentoring future district leaders into the leadership role of campus principal. The SLI program also included 11 mentor principals from the 12 selected sights, 12 leadership interns placed in positions as assistant principals, a governance council, faculty from two universities, and a representative from an educational service center (See Appendix A-1). Participants in the SLI program attended retreats and monthly seminars and surveyed their leadership skills and campus improvement on a regular basis throughout the year. Communication among the many SLI participants was conducted in a variety of ways and forms to ensure collaborative support between Texas A&M University, school campuses, principals and interns. Participant correspondence by electronic mail, video-conferencing, on-site visits and reflective journals supported the principals and interns in their efforts to develop or improve campus leadership. Summative information gathered from the first year of the SLI program supports the importance of including training opportunities for personal professional growth and campus leadership development.

The School Leadership Initiative Program (SLI)

In the summer of 1996, the Principals' Center at Texas A&M University established a School Leadership Initiative (SLI) focused on the 21 performance domains of the principalship as identified by the National Policy Board for Educational Administration (see Appendix A-1 for domain definitions). The SLI program seeks to spark a renaissance in principal preparation that will foster continuation of leadership training throughout the career of the principal. With this goal in mind, the SLI drew extensively upon the recommendations and content of NASSP's 1992 monograph, *Developing School Leaders: A Call for Collaboration*, in shaping its mission and governance structure and has used the infrastructure established through the Texas Education Collaborative (TEC), A Center for Professional Development and Technology, at Texas A&M University. Thanks to a three year commitment and grant support furnished by the Sid Richardson Foundation, the SLI

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program became a reality. The SLI program completed its first year with eleven laboratory school sites, eleven mentor principals, and twelve program interns. The leadership laboratories were selected from schools in five Texas school districts that originally were a part of the TEC school university partnership. The participating districts had demonstrated their belief in the mission of improving leadership training for practicing principals as well as principals-to-be. The sole purpose of the leadership laboratories is to develop and coordinate the school's total leadership resources. Texas A&M University, in collaboration with the selected 5 school districts, a regional service center, and Prairie View A&M University, identified exemplary leadership laboratory school sites where prospective interns for the program would be mentored and trained in the skills needed by 21st century principals. The goal of the new program was to collaboratively explore the full range of leadership resources in the school and its community and determine ways in which those resources can be effectively harnessed and coordinated to enhance the school as a community of learners. Monthly seminars, retreats, reflective journals, campus visits and the use of technology helped in the training and mentoring of participating principals and their interns throughout the year.

The SLI Philosophy

The philosophy governing the program is that schools that are leadership laboratories are exciting, effective learning environments in school systems that are committed to continuous measurable improvement. To be a leadership laboratory, the participating school staff and administration had to give evidence of commitment to the ideals set forth in NASSP'S 1992 monograph, *Developing School Leaders: A Call for Collaboration.* The School Leadership Initiative enables Texas A&M University to restructure how principals are recruited, trained and mentored in their careers. Program participants are prepared to embrace the belief that exemplary school leadership addresses all aspects of the 21 Performance Domains of the Principalship.

Intern/Assistant Principal Development

Since December, 1996, the 12 SLI interns/assistant principals in the program have participated in monthly activities that focused on developing and/or fine tuning their leadership skills in preparation for the principalship. All intern evaluations focused on the 21 performance domains of the principalship as identified by the National Policy Board for Educational Administration. During this time, interns agreed to rate their personal involvement and performance in leadership twice a month from January, 1997 through April, 1997 (see Appendix A-2 through A-4). Interns also kept journals documenting their concerns, questions and progress in addressing campus issues (see Appendix A-5 through A-10 for sample intern evaluation). Besides self evaluation and reflection, interns globally

assessed their school's performance as it relates to The Principalship Performance Matrix (see Appendix A-4). Besides these bi-weekly reflections, interns attended seminars, a retreat, summer institutes and monthly on-campus visits and/or TTVN (Texas Transvideo Network) conferences. All these activities were designed to support the interns and prepare them for future leadership roles as school principals.

The data that interns recorded data their leadership skills over a four month period provided a fairly consistent picture. Intern leadership involvement was reflected in their performance ratings. For example, at the same time that interns rated involvement in "judgment" as high, they also rated their performance in this domain as high. In these areas they had concrete opportunities to develop their skills. In areas where they were least involved, the interns' performance was scored lower. This would indicate that more involvement in a variety of campus leadership decision making opportunities will improve assistant principal performance as well as better prepare them for the principalship. Each Domain (Functional, Interpersonal, Programmatic, and Contextual) is summarized as follows:

Functional Domains:

Most of the interns' involvement in the Functional Domains was in Problem Analysis and Judgment, and, as noted, their self-ratings of performance were correspondingly high. However, upon comparing journal entries and ratings on programmatic domains, it became clear that their time in these domains focused on making decisions which involved student disciplinary action and recommendations. When comparing their ratings to intern journal responses, it was found that interns didn't always "trust" or feel confident with their problem analysis skills and judgment in instructional leadership areas. One intern commented on how assistant principals in her district have no support system and that this leadership position is often a lonely one. Few rewards and opportunities to engage in other Functional Domain areas (ex. delegation, organizational oversight, implementation, information collection, and leadership) are afforded the assistant principal. The lowest amount of time was spent in the domain of Delegation of leadership. Interestingly, SLI interns rated their performance in these other functional domains higher then their actual involvement. When these ratings were compared to their journal responses, it became clear that the reason for higher ratings was their confidence in their leadership skills when given opportunity to exercise them. Interns with close mentor principal relationships or who frequently sought advice from Texas A&M staff in The Principals' Center had higher self ratings in performance than those who hadn't experienced a consistent mentor relationship.

Interpersonal Domains

Interns spent much of their administration time in exercising Interpersonal Sensitivity. This area is reflected in the leadership tasks in which SLI interns were involved on a daily basis. Interns found they had to be sensitive to the perceptions of students, teachers, parents and district administration. The lowest skill area among the interpersonal domains was Written Expression. Oral and Nonverbal Expression was also an area that all interns wanted to improve. After reviewing interns' journal responses (sometimes their lack of them), it was assumed that because of how some interns used their time, written responses were often looked upon as obstacles to "getting things done", an inconvenience, or "too time consuming". Interns who set aside time for writing journal responses and documented critical incidents and decisions, found SLI training activities that stressed writing responses invaluable and a "key" strength in documenting their leadership growth and performance.

Programmatic Domains

Interns, as assistant principals, spent most of their administration time working in the Programmatic Domain of Student Guidance & Development. Journal responses and intern comments support this reflection. Because assistant principals spend much of their time addressing a variety of student related problems and concerns, it was no surprise that this particular domain had higher involvement and performance ratings. Lowest involvement and performance ratings were in Curriculum Design, Measurement & Evaluation, and Resource Allocation. These are areas that assistant principals need further experience in if they are to be prepared for the role of school principal. All SLI interns desired additional experience in these areas. Their campus "Change Projects" (see Appendix A-11)will give them this experience during the 1997- 98 school year.

Contextual Domains

For the most part, SLI interns found themselves equally involved in contextual domains with a modest 5 to 10% difference among the domains. Self performance and involvement ratings were closely aligned.

Benefits of Continuous Program Involvement

By the end of the first 6 months of the intern development phase of SLI, two distinct groups of SLI interns emerged. Group 1 were those interns whose district administrators and mentor principals remained fully committed to making a difference in how future principals were mentored into practice through collaboration with the Principals' Center of Texas A&M University. These mentor principals were committed to allowing their assistant principals to assume more campus decision making roles. Their SLI interns were viewed as an integral part in making productive changes through campus

wide leadership. Many of the interns who fell into the Group I category were (1) enrolled in Texas A&M University degree programs, (2) were currently seeking mid-management certification, and/or (3) had a strong commitment to the SLI program goals. Group 1 interns were more active participants in SLI monthly activities and felt they benefited from the experience. This group of interns have (1) professional growth plans which focus on developing all 21 performance domains. They have designed individual campus "Change Projects" (See Appendix A-11) which will be implemented during the Fall of 1997. Their "Change Projects" focus on a specific campus need. The interns in this group as well as the principals of their leadership laboratories feel they will benefit from this activity. During the 1997-98 academic year, all participating SLI interns are to design, facilitate and evaluate their "Change Projects" importance to campus improvement.

Group 2 consisted of those interns who were minimally committed for one reason or another. Because of low attendance, Group 2 didn't receive full benefit from participation in monthly activities. Journal entries were inconsistently submitted or nonexistent. Performance and involvement ratings were sporadically done. Group 2 interns characteristically were over committed to other projects and concerns. These interns (4 in number) were recruited after the program had begun. Their mentor principals didn't have a complete understanding of the program's purpose, or they had never worked in a university-school partnership before. For these reasons, most of the year was spent on building trust and a sense of purpose between university staff, mentor principals and interns. After reviewing Group 2's journals and self ratings, it became plain that many of these interns were still working within a traditional paradigm limited to concerns with internal school management issues rather than total school leadership development and professional growth. They had little opportunity to participate in dynamic decisions and program implementation. All Group 2 interns already have their mid-management certification, and at this time, aren't committed to pursuing an additional degree. There is no external incentive other than their personal interest in enhancement of leadership skills. Three of the four interns who fell into the Group 2 category had been assistant principals for as long as 7 years with no offers of advancement. It is important that Group 2 interns recognize their need for further leadership opportunities and training if they are to ever lead their own schools. However, all expressed a desire to continue with the SLI program during the 1997-98 academic year.

It was found that interns who viewed the program as a way to enhance their leadership skills and prepare themselves for the principalship demonstrated remarkable growth. One intern who fell into the Group 1 category, was offered a position as principal of a leadership laboratory school in Waller ISD. This particular school is also a Carnegie

School. This SLI intern had developed his leadership skills to the point that his district felt confident in recruiting him to be principal of one of their exemplary campuses.

Principalship Institute II, Summer 1997

During Principalship Institute II, eight attending SLI interns practiced their group leadership skills by facilitating group activities in the institute, including assembling professional portfolios, forming campus leadership teams, and developing campus cadres to address campus. Serving as a group facilitator gave each intern an opportunity to practice how to lead adults into campus wide decision making. Principals and assistant principals from around the state of Texas, plus the eight SLI interns made up the 35 participants who attended the Summer Principalship Institute II. Four SLI mentor principals also served as speakers and trainers. Through their expertise and real world experiences coupled with substantiated theory, institute participants learned several skills: (1) Campus Team Building, (2) Establishing Leadership Cadres, (3) Building a Professional Portfolio, (4) Applying Portfolio Assessment to Classroom and Campus, (5) Application of the 21 Domains of the Principalship, (6) Identifying a Campus Change Project, and, (7) Creating a Professional "Action" Plan (see Appendix A-12). Summative evaluations of the institute were positive, showing overwhelming support for the SLI project and summer institute.

Summary of the 1997 SLI Experience

Of the 12 original interns who began with the program in December, 1996, 10 will be continuing with the second year of the program. One intern has transferred to another school in her district, and will be recruiting her new principal to be a "mentor". One intern has been placed in another school with an experienced mentor principal. One intern has taken a job as principal of his own campus, but would like to remain in the SLI program. He has offered to be a mentor principal to his new assistant principal who will be a part of the new cohort of SLI interns beginning in the Fall, 1997. One intern who had to drop from the program due to other responsibilities, will resume participation in the Fall.

The second year of the SLI program will include 10 second year interns and a cohort of 4 new interns who will begin their SLI program. Of the original 12 mentor principals who were recruited into the program, 8 will remain for the second phase. Two principals have moved to different schools and/or different school districts, one dropped due to commitment constraints this year, and another retired. One principal was promoted to the position of Director of Elementary Curriculum and Technology. Three new mentor principals, two new leadership laboratories, and one new school district will be added to the SLI program during the Fall of 1997.

SLI Impact: Learning about Professional Development

For the past 13 years the Texas A&M Principals' Center has been committed to providing training, research, and technical assistance for the principals of Texas. The School Leadership Initiative builds upon and augments this three part foundation. The Principals' Center has also taken the lead in initiating a longitudinal study of the professional needs of principals in five states and is preparing to initiate a national network of professional development opportunities for principals. This emerging data base has provided background for structuring professional development alternatives initiated through the School Leadership Initiative. At the same time, the intensive school based activities of the School Leadership Initiative have provided direction for the research and program development efforts of the entire Department of Educational Administration, as well as the Principals' Center.

Perhaps the most intriguing research initiative that has emerged from the School Leadership Initiative has been associated with the key role of effective mentoring in professional development. This research, informed by the work of Donald Schon (1987) and others, has been stimulated by the varying roles of mentor principals working with interns. Some key themes and hypotheses observed in these mentoring relationships are leading us to further explore two basic questions:

1. How can we know in advance whether two people can develop a mutually productive mentoring relationship?
2. What can we do to build the skills and attitudes that will enable professionals to build productive mentoring relationships?

Our first year of experience in the School Leadership Initiative has demonstrated that we have much to learn in regard to effective mentoring. We hope that our final two years will facilitate this learning. This crucial element in professional development cannot be left to chance.

Visit the Texas A&M University Principals' Center at:
http://www.coe.tamu.edu/~edadcenters

REFERENCES

National Association of Secondary School Principals (1992). *Developing school leaders: A call for collaboration.* (A special report of the NASSP consortium for the Performance-Based Preparation of Principals.) Reston, BA: National Association of Secondary School Principals.

Schon, D.A. (1987). *Educating the Reflective Practitioner.* San Francisco, Jossey-Bass.

APPENDIX

A-1: **NPBEA Performance Domains**

A-2: **SLI Intern Personal Involvement Rating**

A-3: **SLI Intern Self Performance Rating**

A-4: **Principalship Performance Matrix**

A-5 -A-10: **Sample Intern Evaluation**

A-11: **Change Project Outline**

A-12: **Outline for Action Plan**

NPBEA PERFORMANCE DOMAINS

FUNCTIONAL DOMAINS

1. LEADERSHIP

- Providing purpose and direction for individuals and groups;
- shaping school culture and values;
- facilitating the development of a shared strategic vision for the school;
- formulating goals and planning change efforts with staff;
- setting priorities for one's school in the context of community and district priorities and student and staff needs.

2. INFORMATION COLLECTION

- Gathering data, facts, and impressions from a variety of sources about students, parents, staff members, administrators, and community members;
- seeking knowledge about policies, rules, laws, precedents, or practices;
- managing the data flow;
- classifying and organizing information for use in decision making and monitoring.

3. PROBLEM ANALYSIS

- Identifying the important elements of a problem situation by analyzing relevant information;
- framing problems;
- identifying possible causes;
- seeking additional needed information;
- framing and reframing possible solutions;
- exhibiting conceptual flexibility;
- assisting others to form reasoned opinions about problems and issues.

4. JUDGMENT

- Reaching logical conclusions and making high quality, timely decisions based on the best available information;
- exhibiting tactical adaptability;
- giving priority to significant issues.

5. ORGANIZATIONAL OVERSIGHT

- Planning and scheduling one's own and others work so that resources are used appropriately, and short- and long-term priorities and goals are met.
- scheduling flows of activities;
- establishing procedures to regulate activities;
- monitoring projects to meet deadlines;
- empowering the process in appropriate places.

6. IMPLEMENTATION

- Making things happen;
- putting programs and change efforts into action;
- facilitating coordination and collaboration of tasks;
- establishing project checkpoints and monitoring progress;
- providing "midcourse" corrections when actual outcomes start to diverge from intended outcomes or when new conditions require adaptation;
- supporting those responsible for carrying out projects and plans.

7. DELEGATION

- Assigning projects, tasks, and responsibilities together with clear authority to accomplish them in a timely and acceptable manner;
- utilizing subordinates effectively;
- following up on delegated activities.

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NPBEA PERFORMANCE DOMAINS (CONTINUED)

PROGRAMMATIC DOMAINS

8. INSTRUCTION AND THE LEARNING ENVIRONMENT

- Creating a school culture for learning;
- envisioning and enabling with others instructional and auxiliary programs for the improvement of teaching and learning;
- recognizing the developmental needs of students;
- ensuring appropriate instructional methods;
- designing positive learning experiences;
- accommodating differences in cognition and achievement;
- mobilizing the participation of appropriate people or groups to develop these programs and to establish a positive learning environment.

9. CURRICULUM DESIGN

- Understanding major curriculum design models;
- interpreting school district curricula;
- initiating needs analyses;
- planning and implementing with staff a framework for instruction;
- aligning curriculum with anticipated outcomes;
- monitoring social and technological developments as they affect curriculum;
- adjusting content as needs and conditions change.

10. STUDENT GUIDANCE AND DEVELOPMENT

- Understanding and accommodating student growth and development;
- providing for student guidance, counseling, and auxiliary services;
- utilizing and coordinating community organizations;
- responding to family needs;
- enlisting the participation of appropriate people and groups to design and conduct these programs and to connect schooling with plans for adult life;
- planning for a comprehensive program of student activities.

11. STAFF DEVELOPMENT

- Working with faculty and staff to identify professional needs;
- planning, organizing, and facilitating programs that improve faculty and staff effectiveness and are consistent with institutional goals and needs;
- supervising individuals and groups;
- providing feedback on performance;
- arranging for remedial assistance;
- engaging faculty and others to plan and participate in recruitment and development activities;
- initiating self-development.

12. MEASUREMENT AND EVALUATION

- Determining what diagnostic information is needed about students, staff, and the school environment;
- examining the extent to which outcomes meet or exceed previously defined standards, goals, or priorities for individuals or groups;
- drawing inferences for program revisions;
- interpreting measurements or evaluations for others;
- relating programs to desired outcomes;
- developing equivalent measures of competence;
- designing accountability mechanisms.

13 RESOURCE ALLOCATION

- Providing, apportioning, monitoring, accounting for, and evaluating fiscal, human, material, and time resources to reach outcomes that reflect the needs and goals of the school site;
- planning and developing the budget process with appropriate staff.

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A-1 (continued)

NPBEA PERFORMANCE DOMAINS (CONTINUED)

INTERPERSONAL DOMAINS

14. MOTIVATING OTHERS

- Creating conditions that enhance the staff's desire and willingness to focus energy on achieving educational excellence;
- planning and encouraging participation;
- facilitating teamwork and collegiality;
- treating staff as professionals;
- providing intellectual stimulation;
- supporting innovation;
- recognizing and rewarding effective performance;
- providing feedback, coaching, and guidance;
- providing needed resources;
- serving as a role model.

15. INTERPERSONAL SENSITIVITY

- Perceiving the needs and concerns of others;
- dealing tactfully with others;
- working with others in emotionally stressful situations or in conflict;
- managing conflict;
- obtaining feedback;
- recognizing multicultural differences;
- relating to people of varying backgrounds.

16. ORAL AND NONVERBAL EXPRESSION

- Making oral presentations that are clear and easy to understand;
- clarifying and restating questions;
- responding, reviewing, and summarizing for groups;
- utilizing appropriate communicative aids;
- being aware of cultural and gender-based norms;
- adapting for audiences.

17. WRITTEN EXPRESSION

- Expressing ideas clearly in writing;
- writing appropriately for different audiences, such as students, teachers, and parents;
- preparing brief memoranda, letters, reports, and other job-specific documents.

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NPBEA PERFORMANCE DOMAINS (CONTINUED)

CONTEXTUAL DOMAINS

18. PHILOSOPHICAL AND CULTURAL VALUES

- Acting with a reasoned understanding of the role of education in a democratic society and in accordance with accepted ethical standards;
- recognizing philosophical influences in education;
- reflecting an understanding of American culture, including current social and economic issues related to education.

19. LEGAL AND REGULATORY APPLICATIONS

- Acting in accordance with federal and state constitutional provisions, statutory standards, and regulatory applications;
- working within local rules, procedures and directives;
- recognizing standards of care involving civil and criminal liability for negligence and intentional torts;
- administering contracts and financial accounts.

20. POLICY AND POLITICAL INFLUENCES

- Understanding schools as political systems;
- identifying relationships between public policy and education;
- recognizing policy issues;
- examining and affecting policies individually and through professional and public groups;
- relating policy initiatives to the welfare of students;
- addressing ethical issues.

21. PUBLIC RELATION

- Developing common perceptions about school issues;
- interacting with internal and external publics;
- understanding and responding skillfully to the electronic and printed news media;
- initiating and reporting news through appropriate channels;
- managing school reputations;
- enlisting public participation and support;
- recognizing and providing for various markets.

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School Leadership Intern
RATING PERSONAL INVOLVEMENT

Name	School	Date

Rate the amount of your current involvement in each domain on a 1 to 5 scale. 1 reflects the lowest and 5 the highest score. Remember, this is just an estimate.

Functional Domains

Leadership	_____
Information Collection	_____
Problem Analysis	_____
Judgment	_____
Organizational Oversight	_____
Implementation	_____
Delegation	_____

Interpersonal Domains

Motivating Others	_____
Interpersonal Sensitivity	_____
Oral & Nonverbal Expression	_____
Written Expression	_____

Programmatic Domains

Instruction & the Learning Environment	_____
Curriculum Design	_____
Student Guidance & Development	_____
Measurement & Evaluation	_____
Resource Allocation	_____

Contextual Domains

Philosophical & Cultural Values	_____
Legal & Regulatory Applications	_____
Policy & Political Influences	_____
Public Relations	_____

School Leadership Intern
SELF PERFORMANCE RATING

Name	School	Date
_____	_____	_____

Rate your performance in each domain that is relevant to the activities and duties you are currently involved with on a 1 to 5 scale. 1 reflects the lowest and 5 the highest score. Remember, this is just an estimate.

Functional Domains

Leadership	_____
Information Collection	_____
Problem Analysis	_____
Judgment	_____
Organizational Oversight	_____
Implementation	_____
Delegation	_____

Interpersonal Domains

Motivating Others	_____
Interpersonal Sensitivity	_____
Oral & Nonverbal Expression	_____
Written Expression	_____

Programmatic Domains

Instruction & the Learning Environment	_____
Curriculum Design	_____
Student Guidance & Development	_____
Measurement & Evaluation	_____
Resource Allocation	_____

Contextual Domains

Philosophical & Cultural Values	_____
Legal & Regulatory Applications	_____
Policy & Political Influences	_____
Public Relations	_____

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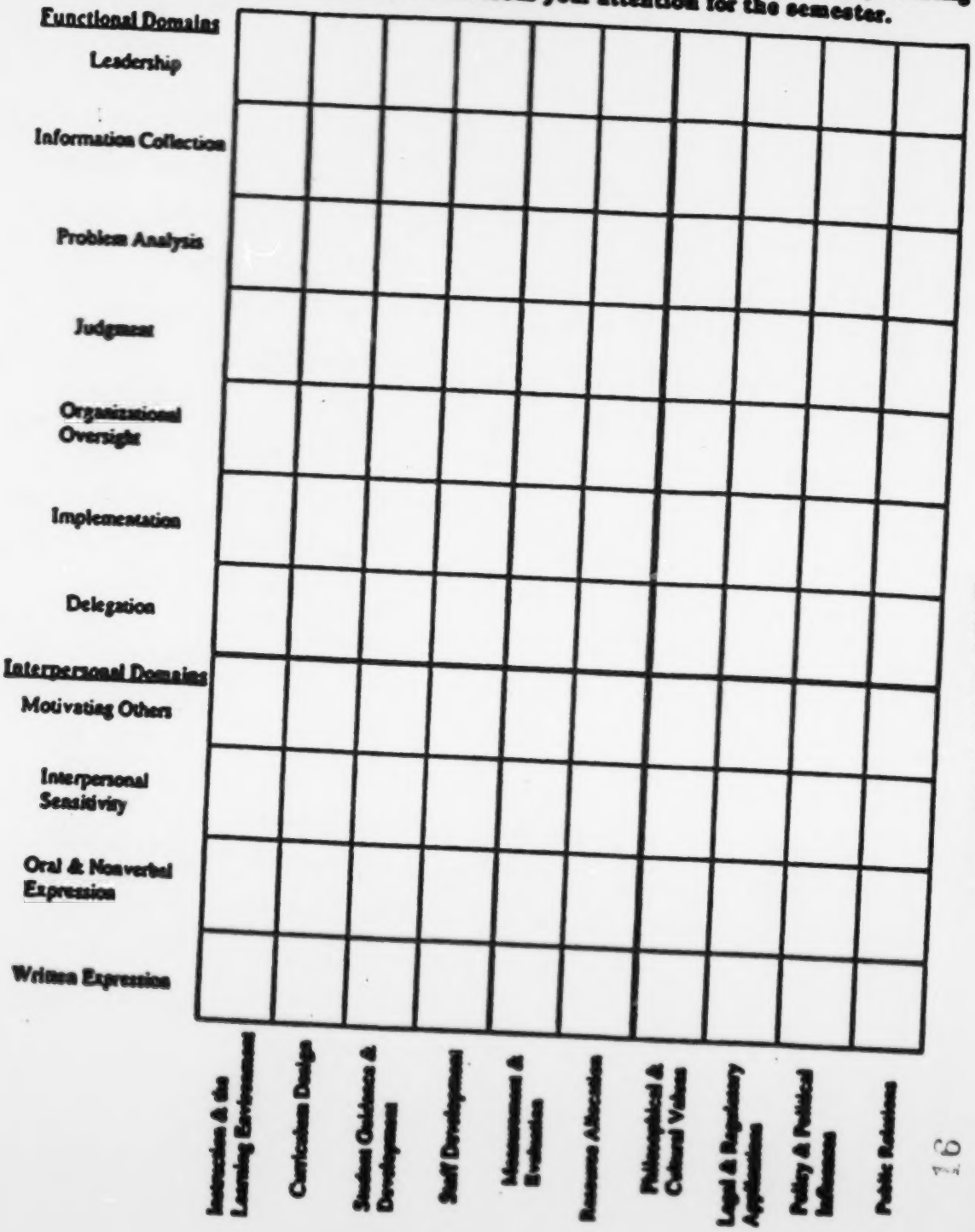
Global Assessment of School Performance
The Principalship Performance Matrix

Name _____ School _____ Date _____

Directions: Write an "X" in 30 cells that represent where the school does its best. Then write a "O" in 30 cells that represent the schools weakest areas. Remember that you are just rating relative strengths and weaknesses so you can focus your attention for the semester.



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PRINCIPALS' CENTER

COLLEGE OF EDUCATION • TEXAS A&M UNIVERSITY
COLLEGE STATION, TEXAS 77843-4226 • (409) 845-2766
FAX (409) 862-1567

May 10, 1997

Mike Laird
Holleman Elementary
2200 Brazeal Street
Waller, TX 77464

Dear Mike:

We wish to thank you for your participation in the pilot year of the School Leadership Initiative Program (SLI). Because of your dedication to your profession and commitment to creating outstanding leadership on your campus, your involvement has been a significant step in creating the foundation for the program's future success. We are excited about the "next steps" in this on - going venture and look forward to working with you and the 1996-97 collaborative of SLI interns and principals. It is because of you, that future schools will reflect the needs of children and their community. It is because of you, that teachers will be empowered to make a difference on their campuses. And, it is because of you, that a new paradigm for leadership training is evolving.

With best wishes for your future success, we hope that you will continue to be a part of the SLI during the 1997-98 academic year. Because of you, we have an outstanding program lined up.

Sincerely,

Dave

David A. Erlandson
Director

Luana

Luana Zellner
Co-Director

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Laird Involvement Form

DATE:	1/15/97	1/30/97	2/15/97	2/27/97	3/13/97	3/26/97	4/17/97	4/29/97	TOTALS	%
Functional Domains										
Leadership	3	5	5	2	2	2	2	3	21	60
Information Collection	4	3	4	2	1	1	2	3	17	49
Problem Analysis	4	4	4	2	1	3	2	2	20	57
Judgment	3	4	5	1	2	2	2	3	19	54
Organizational Oversite	4	3	3	2	2	2	3	3	19	54
Implementation	4	4	4	2	1	3	2	2	20	57
Delegation	2	4	3	3	2	2	3	2	19	54
Interpersonal Domains										
Motivating Others	3	5	4	2	2	3	3	3	22	63
Interpersonal Sensitivity	4	3	3	1	1	2	3	3	17	49
Oral & Nonverbal Expression	2	2	3	1	1	2	2	2	13	37
Written Expression	1	2	3	2	2	1	2	2	13	37
Programmatic Domains										
Instruction & the Learning Environment	2	2	2	2	2	2	2	2	14	40
Curriculum Design	2	1	2	2	1	1	1	1	10	29
Student Guidance & Development	4	5	4	3	2	3	3	3	24	69
Measurement & Evaluation	1	2	2	2	1	1	2	1	11	31
Resource Allocation	2	2	2	2	1	3	3	2	15	43
Contextual Domains										
Philosophical & Cultural Domains	4	3	4	2	1	3	2	3	19	54
Legal & Regulatory Applications	3	2	4	3	2	3	4	3	21	60
Public & Political Influences	4	1	3	2	1	1	3	2	15	43
Public Relations	4	3	3	3	2	3	3	2	21	60

A-6

Sample Intern Record of Leadership Involvement (M. Laird) from January '97 to April '97.

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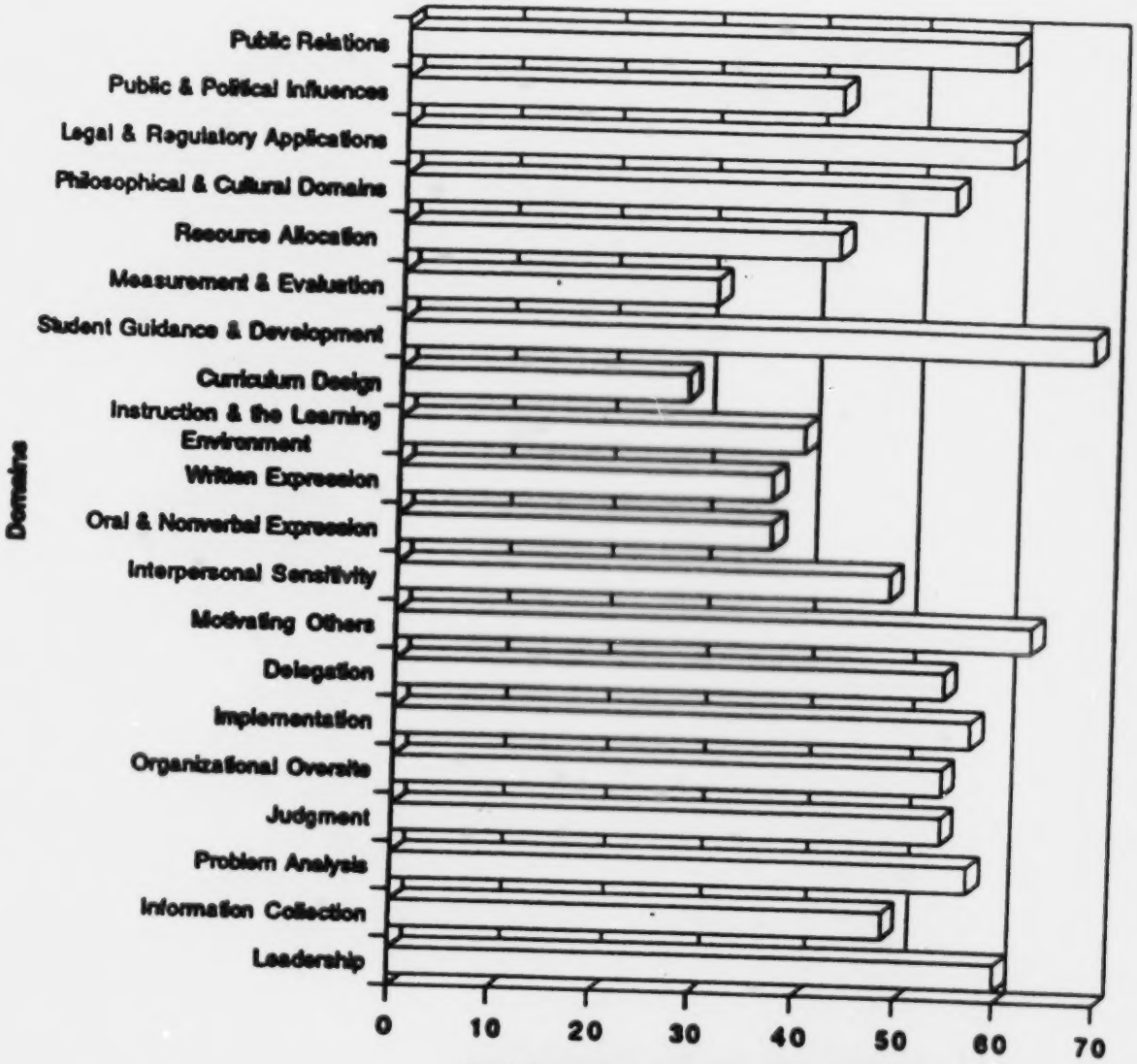

Each bar reflects an average of that particular category. Ex: After 3 different Leadership ratings, Sue scored 5, 4 ,& 5 respectively. The total (14) is x by 20 to put it on a 100% scale, then divided by the number of ratings (3) to give her 93%.

Sample Intern Graph of Leadership Involvement (M. Laird)

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Laird SLI Self Rating Form

DATE:	1/15/97	1/30/97	2/15/97	2/27/97	3/13/97	3/26/97	4/17/97	4/29/97	TOTALS	%
Functional Domains										
Leadership	4	4	2	3	2	2	3	3	20	57
Information Collection	4	3	2	2	1	1	2	3	15	43
Problem Analysis	3	3	3	2	2	2	3	2	18	51
Judgment	4	3	3	3	2	1	2	2	18	51
Organizational Oversite	3	4	4	1	2	2	3	3	19	54
Implementation	3	4	4	2	1	2	3	3	19	54
Delegation	3	5	3	3	2	2	4	3	22	63
Interpersonal Domains										
Motiveting Others	4	4	3	2	2	2	3	2	20	57
Interpersonal Sensitivity	3	4	4	2	2	1	3	2	19	54
Oral & Nonverbal Expression	2	3	3	2	2	2	2	3	16	46
Written Expression	2	3	4	1	1	1	2	2	14	40
Programmatic Domains										
Instruction & the Learning Environment	4	1	3	1	1	2	2	2	14	40
Curriculum Design	2	1	3	1	1	1	1	2	10	29
Student Guidance & Development	4	4	4	3	3	3	2	3	23	66
Measurement & Evaluation	2	3	3	1	1	2	2	3	14	40
Resource Allocation	2	2	3	2	2	2	2	2	15	43
Contextual Domains										
Philosophical & Cultural Domains	4	4	4	2	2	2	3	3	21	60
Legal & Regulatory Applications	4	4	4	4	3	2	4	3	25	71
Public & Political Influences	3	3	4	2	2	2	3	3	19	54
Public Relations	4	5	3	3	2	3	2	3	22	63

A-8

Sample Intern Record of Self Rating of actual leadership performance (M.Laird) from January '97 to April

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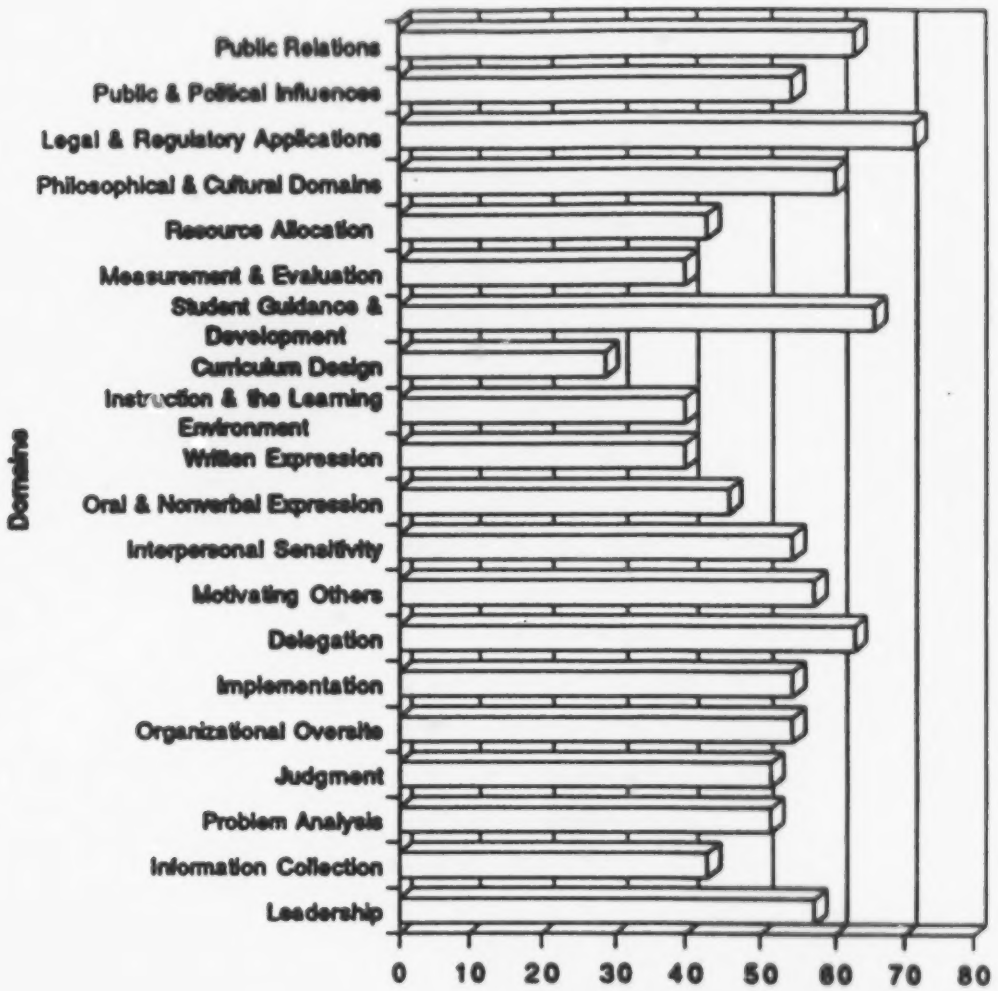

Each bar reflects an average of that particular category. Ex: After 3 different Leadership ratings, Sue scored 5, 4 ,& 5 respectively. The total (14) is x by 20 to put it on a 100% scale, then divided by the number of ratings (3) to give her 93%.

Sample Intern Graph of Self Rating of actual leadership performance (M. Laird) from January '97 to April '97.

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Laird

School Leadership Initiative
Global Assessment of School Performance
The Principalship Performance Matrix

Functional Domains

	Instruction & the Learning Environment	Curriculum Design	Student Guidance & Development	Staff Development	Measurement & Evaluation	Resource Allocation	Philosophical & Cultural Values	Legal & Regulatory Applications	Policy & Political Influences	Public Relations
Leadership	1-2-3-4-5-6-7-8	3-4-5-6-8	2-3-4-5-6-7	1-3-4-5	1-8	1-2-3-4-5-6-7	1-2-3-4-5-6-7-8	1-2-5-7-8	1-8	1-2-4-5-6-7
Information Collection	2-3-4-5	5	8		1	7	1-7	2-3-4-5-6-7	3-4	2-5-6-7
Problem Analysis	3-4-7-8		2-7-8	6-7	1-2-6	6-7	6-7-8			1
Judgment	2-5-7	5-8	1-6-8	6		1-6-8	6-8	1-2-7-8	3-4-6-8	1-2-6-8
Organizational Oversight	1-5-7		2-5-6-7	3-4		6-7-8	2-6-8	2-3-4-8	1-8	5-8
Implementation	1-2-3-4-5-7-8	1-2-3-4-5-8	2-5-6			2-3-4-5-7	2-3-4-6-8	3-4-5-6	3-4	3-4-6
Delegation	3-4-8		2-5-6-7-8				6	6-7-8		6
Interpersonal Domains Motivating Others	5-8		1-2-3-4-7			2	4-6-7-8	3-5-7-8		
Interpersonal Sensitivity	2-3-4		-2-5-6	1-7	6				1-2	
Oral & Nonverbal Expression	1-3-4	1	5-6	1-2		5			1	3-4
Written Expression	3-4-5	3-4	5	1-5		2-3-4		7		1-7

The numbers in the boxes correspond to the sequence in which the matrix was received at the Principals' Center. Number 1 is the 1st matrix we received from you, number 2 the 2nd, and so on.

Sample Intern record of the number of leadership domains addressed during each global assessment of school performance (M. Laird) from January '97 to April'97.

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CHANGE PROJECT

1997-1998

During the 1997-1998 school year, you will initiate a major project in your school. This project will have several characteristics:

1. Its successful implementation will make a significant difference in the learning of students and in the learning environment of the school.

2. It is something that you and the other key stakeholders in the school community want to see happen.

3. You will have major responsibility for planning, implementing, and monitoring it.

4. This change project will form the nucleus for your professional development during the 1997-1998 school year.

In planning the Change Project the intern should take these steps:

1. Identify the change you will address.

2. Identify the obstacles you anticipate in implementing the change.

3. Identify the sequence of events that must occur for the change to be implemented (and a time line that those events should follow).

4. Describe how you will monitor the change.

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ACTION PLAN FOR 1997-1998

By August 1, 1997, you will have developed an Action Plan for your professional development and will have filed it with the Principals' Center. This Action Plan will include:

1. A self-analysis following the three questions
2. The plan for the Change Project
3. A description of how professional development will be monitored during the year and what evidence will be collected to validate it.
4. An endorsement by your principal, superintendent, or other school administrator who will be your field mentor during the year.

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